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**Using A Wiki to Develop Reflective Thinking with Collaborative Journals**  
CSWE Annual Program Meeting  
Philadelphia, Pennsylvania, November 2008

Social work is a profession that requires practitioners to integrate values, knowledge, and skills in new ways in a constantly changing environment. As part of the educational process, faculty need to help students become reflective thinkers who are able to take in information and synthesize it into possible actions and solutions. Social work involves real-world people and problems, rarely if ever, having easy solutions. Atkins and Murphy (1993) identify important skills needed for reflective thinking: self-awareness, description, critical analysis, synthesis, and evaluation. Brown and Gillis (1999) suggest as students work through their concerns, their thinking is being molded by the practice of agreeing with or opposing others. Thus, the development of reflective thinking is a social process, which involves discourse with others who may have similar or differing experiences and values.

Many different pedagogical strategies have been used to help students develop their reflective or critical thinking. One current perspective suggests that in “traditional, text bound, information coverage, low-level questioning must be replaced by a more fruitful approach that stimulates students to reflect on problems” (Shermis, 1999, p. 3). If we look at current educational

practices, interaction in classes is limited by curricula and time constraints. Many students, who may have families and work, have very little time for social interaction with their peers outside of the classroom.

This presentation focuses on the development and management of a membership-only wiki used to create a collaborative, reflective log of students' field experiences. This teaching strategy replaces individual, reflective journals. The requirements for entries remained essentially the same with additional guidelines for collaborative work. The use of the wiki for collective reflective learning can also be used for non-fieldwork educational experiences such as problem-solving, group projects, position papers, student government, community resources, or simulations. Discussion topics for this presentation will include the tools available in a wiki, faculty experience in developing and moderating a student wiki, suggestions for questions to stimulate reflective student thought, and student evaluation of their wiki experience. As part of this presentation, a sample educational wiki will be available for exploration and experimentation. (<http://cswe2008.pbwiki.com/>)

## **Web Sites**

### **Wikis**

- Wikipedia (<http://www.wikipedia.org/>)
- PB Wiki (<http://www.pbwiki.com>)
  - PB Wiki Educator's Resource Page (<http://pbwiki.com/education.wiki>)
- Wikispaces (<http://www.wikispaces.com/>)
- Wetpaint (<http://www.wetpaint.com/>)
  - What is a Social Website (<http://www.wetpaint.com/page/What-Is-A-Wiki>)

#### Social Networking

- Facebook (<http://www.facebook.com/>)
- MySpace (<http://www.myspace.com/>)
- YouTube (<http://www.youtube.com/>)
- Shelfari (<http://www.shelfari.com/>)
- Flickr (<http://www.flickr.com/>)

#### Articles

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Brown, S. C. & Gillis, M. A. (1999). Using reflective thinking to develop personal professional philosophies. *Journal of Nursing Education*, 38(4), 171-175.

Meyers, E. (2006). Using electronic journals to facilitate reflective thinking regarding instructional practices during early field experiences. *Education*, 126(4), 756-762.

Ramos, M. & Piper, P. S. (2006). Letting the grass grow: Grassroots information on blogs and wikis. *Reference Services Review*, 34(4), 570-574.

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